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ABSTRACT

This document presents a conceptual model of early childhood educational outcomes and suggested information sources for the 72 indicators used to measure the outcomes identified. The model's outcomes and indicators are intended for use with all children including those identified as having disabilities or developmental delays (or at risk for developing them). The conceptual model depicts educational resources (inputs and contexts) influencing learning opportunity and process, which in turn influence eight outcome domains that have a return influence on both the resources and opportunity/process. Outcome domains include presence and participation, family involvement/accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. For each outcome domain, a chart lists specific indicators. For each indicator, a chart lists suggested sources of information (such as teacher observation, parent interview, standardized test data, or health records). An appendix suggests instruments for assessing each domain. Sources of the instruments listed are also given. (Contains 12 references.) (DB)

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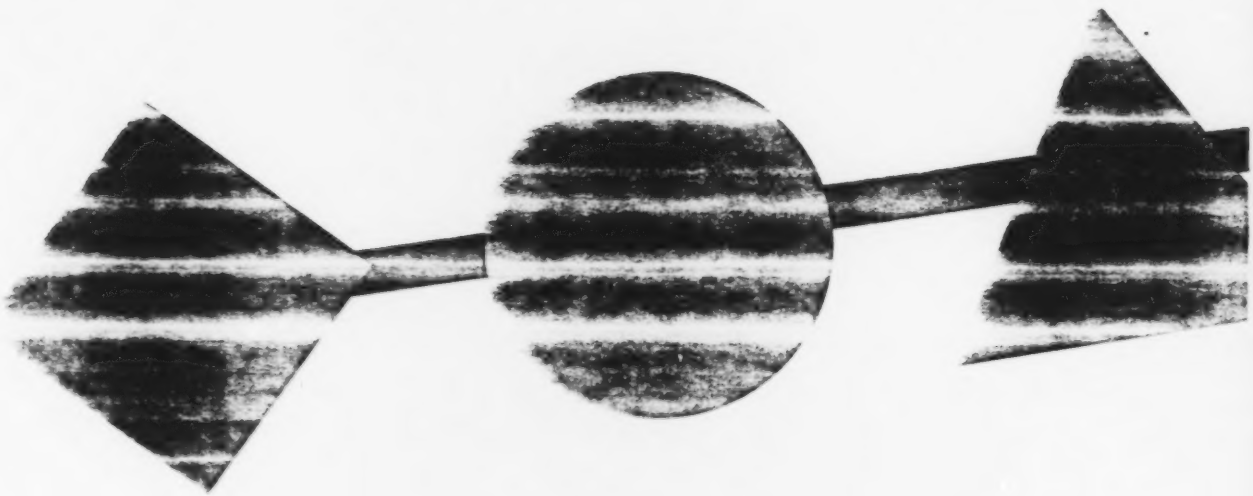
Possible Sources of Data for Early Childhood (Age 6) Indicators



NATIONAL CENTER ON EDUCATIONAL OUTCOMES

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UNIVERSITY OF MINNESOTA

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November, 1994

Prepared by James E. Ysseldyke, Martha L. Thurlow, and Ronald N. Erickson

Additional copies may be ordered for $10.00. Please write:

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350 Elliott Hall
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The National Center on Educational Outcomes (NCEO), established in 1990, works with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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Using Outcomes and Indicators

As an educator you can't ignore the public's growing desire to know what the results of education are for all of America's students. But you may be asking yourself "Where do I begin?" The National Center on Educational Outcomes (NCEO) agrees that educational results are important and knows that finding the data to answer questions about results can be difficult. That's why NCEO has been working to help you get the information you need to get started.

After first developing a conceptual model of educational outcomes, NCEO produced the publication *Educational Outcomes and Indicators for Early Childhood (Age 6)*. This document explains the model (see Figure 1, page 2), along with specific outcomes and indicators of those outcomes for this early childhood level.

By using outcomes and indicators like those in NCEO's early childhood model, you can make data-based decisions about your early childhood educational system. You can also have goals that will increase progress toward desired outcomes. But first, you need to identify where you will get the information for each indicator. This easy-to-follow booklet will help you obtain the information you need.

Using This Booklet

In this booklet, which is a companion piece to *Educational Outcomes and Indicators for Early Childhood (Age 6)*, you will find suggestions for possible sources of information for each of the 72 indicators listed in the conceptual model. As Figure 2 (page 3) indicates, each of the eight outcome domains (represented by diamonds) has several outcomes (circles) and indicators (triangles) of those outcomes.

As you read through this booklet, you will find that the information follows the order of outcome domains and outcomes presented in Figure 3 (pages 4 and 5). Indicators and possible sources of information are listed for each outcome (A1 to H3). For example, outcome A1 of Presence and Participation has three indicators: A1a, A1b, and A1c. Each of these indicators has two sources of information that can be used to get a measure of the degree that individuals are present and participate in school.

NCEO wants you, along with state department and school district personnel, to use this booklet as a resource when developing a system to document indicators of educational outcomes for all students, including those with disabilities. Documents listing sources of data are also available for models of educational outcomes and indicators at the early childhood (*Possible Sources of Data for Early Childhood (Age 3)*), school completion (*Possible Sources of Data for School Completion Indicators*), and post-school level (*Possible Sources of Data for Post-School Level Indicators*). Additional sources of data will soon be published as companion pieces for *Educational Outcomes and Indicators for Grade 4*, and *Educational Outcomes and Indicators for Grade 8*.

For information on these and other helpful publications, turn to page 33.

As you implement your assessment program, NCEO strongly encourages you to share your results with NCEO staff. By doing so, your experience and information can be shared with state and local early childhood educators. Write or call NCEO at 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455, 612-626-1530.

Conceptual Model of Domains and Outcomes

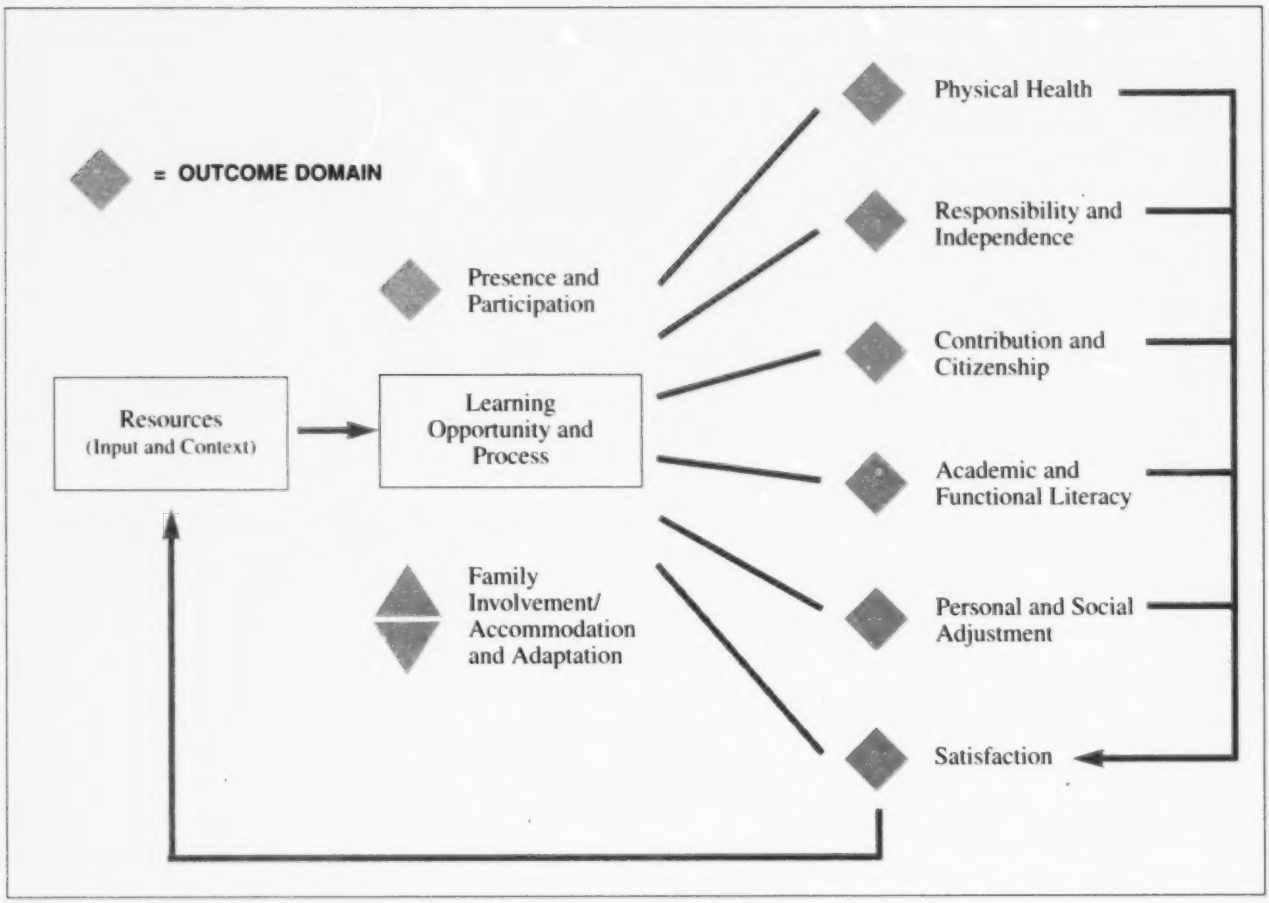

Figure 1. Conceptual Model of Educational Outcomes for Early Childhood (Age 6)

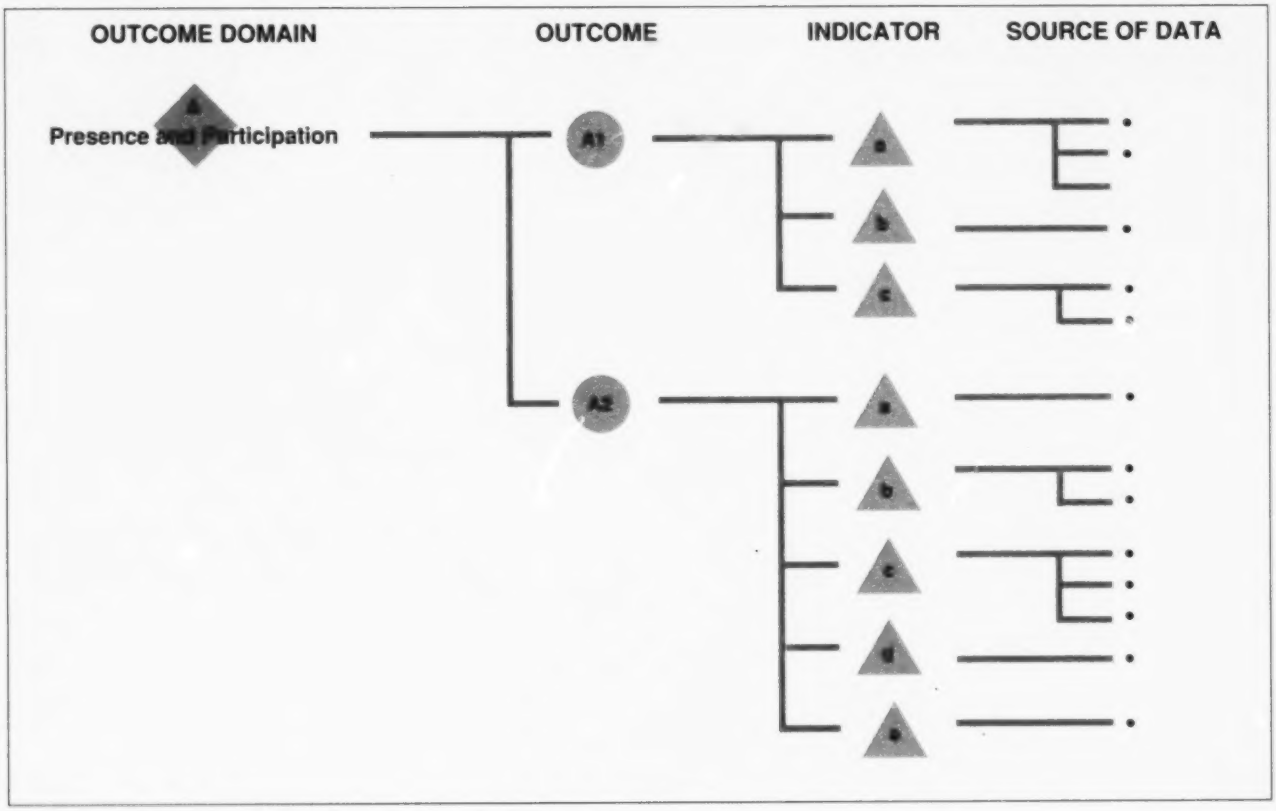

Figure 2. NCEO's Model of Outcomes, Indicators, and Sources of Data

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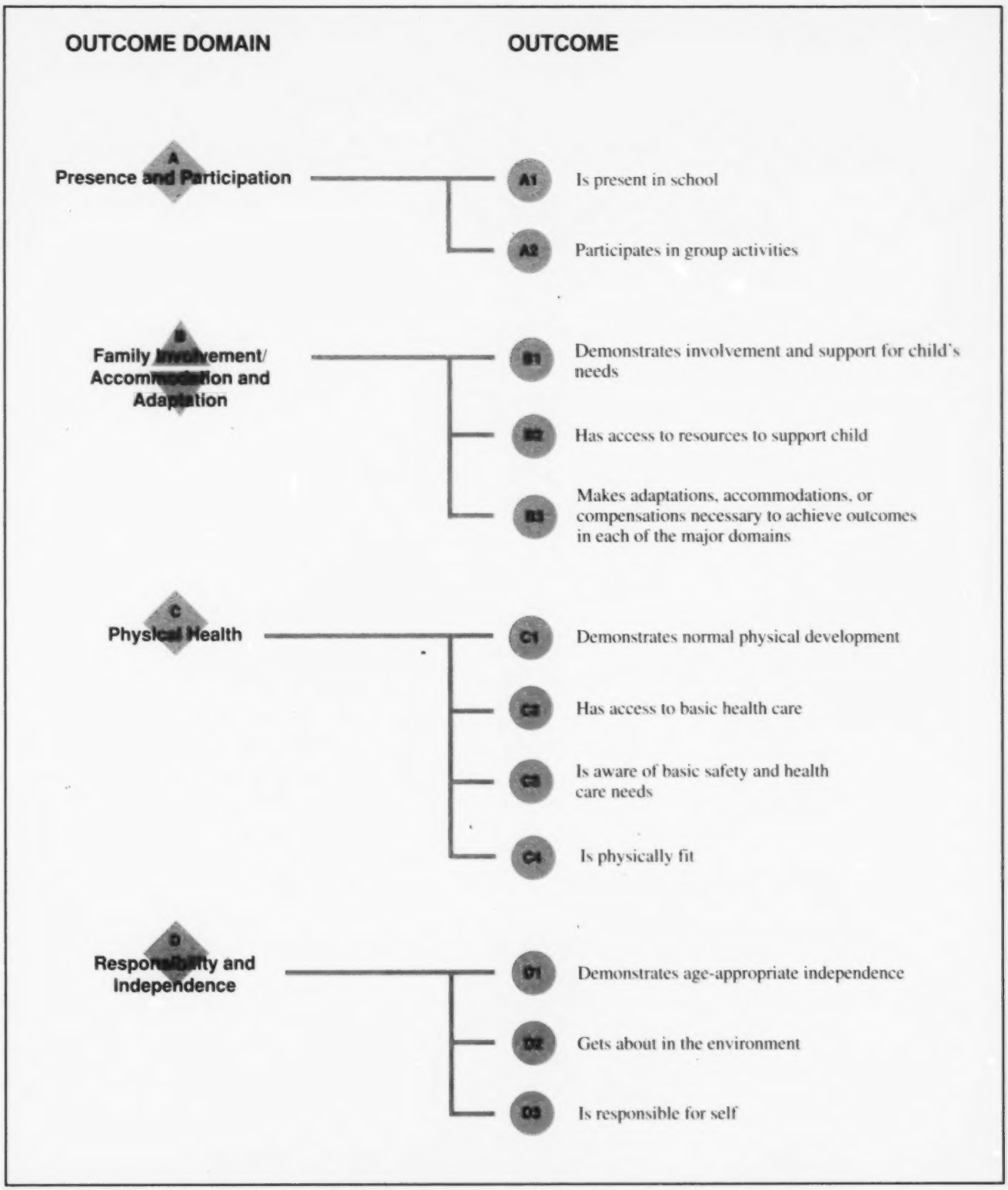

Figure 3. Outcome Domains and Outcomes for Early Childhood (Age 6)

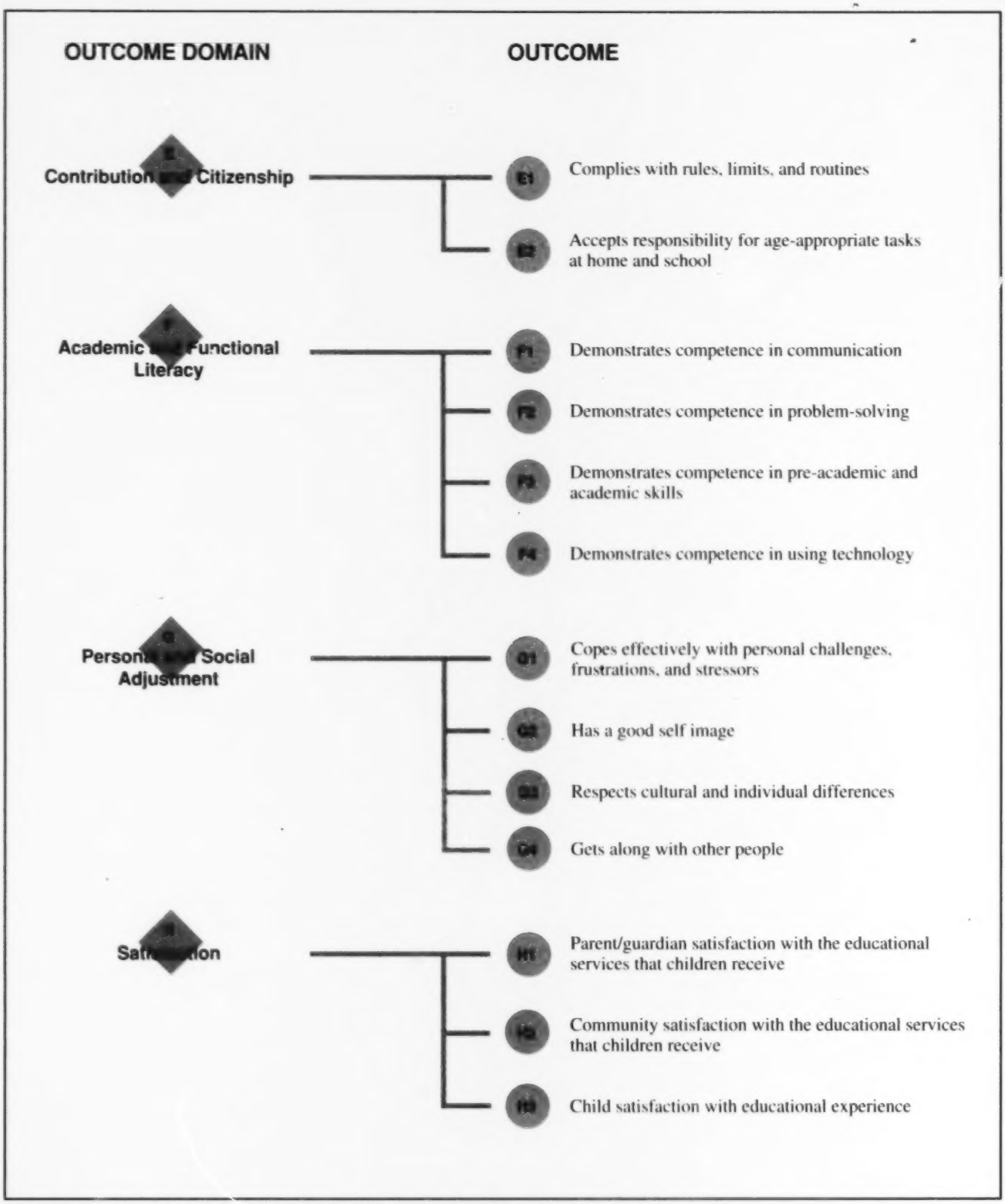

Figure 3., continued

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= OUTCOME

= INDICATOR

A DOMAIN

Presence and Participation

● = POSSIBLE SOURCES OF INFORMATION

A1 **Is present in school**

A1a **Percent of children enrolled in education programs (differentiated by type of program and enrollment of children with and without disabilities)**

- Data from state departments of education for public school programs
- Data from local education agencies' *Child Count Report*

A1b **Percent of children excluded or terminated from programs for typically developing children**

- Data from state departments of education for public school programs
- Data from local education agencies' *Child Count Report*

A1c **Absenteeism rate from educational programs (differentiated for reasons of medical/health, family-related moves, etc.)**

- Data from state departments of education for public school programs
- School district attendance reports

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

A DOMAIN

Presence and Participation

A2 **Participates in group activities**

A2a **Percent of children who participate in family activities**

- Parent/guardian survey or interview
- Child survey or interview

A2b **Percent of children participating in community activities (differentiated by family activities and peer activities)**

- Records of city or county recreation programs
- Survey of community organizations or park and recreation departments
- Parent/guardian survey or interview
- Child survey or interview

A2c **Percent of children actively engaged in classroom activities**

- Public school records
- Parent/guardian or teacher ratings using scales or checklists*
- Parent/guardian or teacher survey or interview

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

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● = OUTCOME

▲ = INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Family Involvement/ Accommodation and Adaptation

B1 **Demonstrates involvement and support for child's needs**

B1a **Percent of families with appropriate support to meet their child's needs**

- Case reviews
- Published satisfaction survey from state education and health agencies
- Parent/guardian survey or interview regarding sources of support
- Professional staff survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

B1b **Percent of families providing environments supportive of their child's education and learning**

- Individual family survey or interview
- Survey or interview of professionals involved with individual families
- Parent/guardian or teacher ratings using scales or checklists*

B1c **Percent of family members who attend or participate in school or community-based programs in which their child is enrolled**

- Records of public programs
- Program survey
- Individual family survey or interview

B1d **Percent of children whose family system positively supports their development**

- Items from the National Center for Education Statistics' *National Household Education Survey*
- Survey or interview of professionals involved with individual families
- Individual family survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

B DOMAIN

Family Involvement/ Accommodation and Adaptation

B2 **Has access to resources to support child**

B2a **Percent of families knowledgeable about community resources and programs needed by their child**

- Records or survey data from parent/family support organizations
- Individual family survey or interview regarding awareness of resources

B2b **Percent of families who are connected to appropriate service providers or agencies**

- Records from state departments of social or family services
- Case reviews
- Parent/guardian survey or interview to measure access to identified resources in the Individualized Education Program

B2c **Percent of families with adequate social and economic resources to appropriately parent children**

- Local or state poverty rate statistics
- Individual family survey or interview regarding sources of support

B2d **Percent of families with appropriate parenting skills to anticipate and meet developmental needs of children**

- Records from state or local child protection agencies on families with identified needs for parent training
- Individual family survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

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Family Involvement/ Accommodation and Adaptation

B2 **Has access to resources to support child, continued**

B2a **Percent of families living in safe environments (free of community and family violence, and substance abuse)**

- Community statistics on crime trends
- Data from state or local child protection services
- State demographic records on high risk indicators
- Data from state departments of health
- Data from home visits
- Individual family survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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Family Involvement/ Accommodation and Adaptation

B3 **Makes adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains**

B3a **Percent of children needing adaptive devices or skills who use them to participate in activities in home, school, and community environments**

- Data from local education agencies or state departments of education
- Case reviews of goals, methods, and materials section in Individualized Education Programs
- Records of pre-referral intervention activities
- Medicaid/Medicare records
- Individual family survey or interview

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= OUTCOME

= INDICATOR

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C DOMAIN

Physical Health

C1 **Demonstrates normal physical development**

C1a **Percent of children who are in expected range of growth and physical development**

- Records from county or state departments of health
- Data from public school programs, screening clinics, physicians, or hospitals

C1b **Percent of children with appropriate nutrition (for example, not obese or undernourished)**

- Records from county or state departments of health
- Participation rates in free breakfast or lunch programs sponsored with federal or state subsidies
- Data from public school programs, screening clinics, physicians, or hospitals
- School-based health appraisals

C1c **Percent of children who have been abused or neglected**

- Hospital records
- Reports from state health or social service agencies
- Usage rates of abuse hotline services
- Data from state or local child protection agencies

C1d **Percent of children who have had serious injuries that require medical attention**

- Hospital records showing trends and national comparisons
- Reports from state health or social service agencies
- Hospital emergency records
- Data from state or local child protection services

● = OUTCOME

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Physical Health

C2 Has access to basic health care

C2a Percent of children who are fully immunized

- Hospital and health care provider records
- School health records
- Reports from state health or social service agencies
- Data from U.S. Department of Health and Human Services, Public Health Services
- Parent/guardian or teacher ratings using scales or checklists*

C2b Percent of children who receive care supervision including education, diagnosis, and treatment services

- Hospital and health care provider records
- Medicaid/Medicare records
- Review of Individualized Education Programs for children with disabilities who have chronic illnesses
- Records from state departments of education, health, or human services
- Individual family survey or interview

C2c Percent of children who have had dental exams and appropriate treatments

- Records from public health or dental care providers
- School health records
- Data from state departments of health
- Survey of local health departments
- Individual family survey or interview

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

C DOMAIN

Physical Health

● = POSSIBLE SOURCES OF INFORMATION

C3 **Is aware of basic safety and health care needs**

C3a **Percent of children who are aware of the dangers of abuse of drugs, alcohol, poisons, and medicine**

- Data from state departments of education or health on the number of students participating in community or school-based awareness programs
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

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C DOMAIN

Physical Health

C4 **Is physically fit**

C4a **Percent of children who are in their expected range of physical fitness**

- U.S. Department of Health statistics
- Physical education teacher observations and student evaluations
- Parent/guardian or teacher ratings using scales or checklists*

C4b **Percent of children who actively engage in developmentally appropriate large motor play activities**

- Teacher reports
- Survey of local park and recreation departments regarding participation rates
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

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● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D1 **Demonstrates age-appropriate independence**

D1a **Percent of children who initiate and follow through on activities**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D1b **Percent of children who show concern for others, including family members**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D1c **Percent of children who can decide when help is needed and obtain it in an emergency**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D1d **Percent of children who act in ways that reflect an understanding of the responsibilities of being part of a family or group**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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Responsibility and Independence

D2 **Gets about in the environment**

D2a **Percent of children who get to and from destinations within school (for example, familiar locations)**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

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D DOMAIN

Responsibility and Independence

D3 **Is responsible for self**

D3a **Percent of children who can feed themselves and participate appropriately in mealtime routines**

- Informal parent/guardian or teacher observations
- Parent/teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D3b **Percent of children who can dress themselves**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D3c **Percent of children who can attend to their own hygiene needs**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D3d **Percent of children who follow basic safety rules**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D3e **Percent of children who take care of their own belongings**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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Contribution and Citizenship

E1 Complies with rules, limits, and routines

E1a Percent of children who participate in routines in familiar environments

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

E1b Percent of children who follow rules or limits

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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Contribution [illegible] Citizenship

● **Accepts responsibility for age-appropriate tasks at home and school**

▲ **Percent of children who perform their assigned classroom duties at school**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

▲ **Percent of children who are considerate of others and engage in helping behaviors**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Academic and [illegible]tional Literacy

F1 Demonstrates competence in communication

F1a Percent of children who comprehend and effectively use language that accomplishes the purpose of the communication

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

F1b Percent of children who follow multi-step directions given to groups

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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Academic and Functional Literacy

F2 **Demonstrates competence in problem-solving**

F2a **Percent of children who generate, test, and evaluate solutions to concrete problems**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

F2b **Percent of children who demonstrate an understanding of cause and effect**

- Informal parent/guardian or teacher observations
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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Academic and Functional Literacy

F3 **Demonstrates competence in pre-academic and academic skills**

F3a **Percent of children who demonstrate early literacy skills (for example, sequencing events, recognizing and naming letters)**

- Teacher survey or interview
- Standardized assessment test data from state departments of education
- Parent/guardian or teacher ratings using scales or checklists*

F3b **Percent of children who demonstrate the ability to recognize that ideas and thoughts can be represented in oral and written language**

- Teacher survey or interview
- Standardized assessment test data from state departments of education
- Parent/guardian or teacher ratings using scales or checklists*

F3c **Percent of children who demonstrate basic mathematical concepts**

- Teacher survey or interview
- Standardized assessment test data from state departments of education
- Parent/guardian or teacher ratings using scales or checklists*

F3d **Percent of children who demonstrate skills in listening and attending**

- Teacher survey or interview
- Standardized assessment test data from state departments of education
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

Academic and Functional Literacy

F3 Demonstrates competence in pre-academic and academic skills, continued

F3e Percent of children who are motivated and actively involved in learning tasks

- Teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

F3f Percent of children who demonstrate knowledge of personal information (for example, name, address, phone number)

- Teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

F3g Percent of children who participate in and enjoy the arts

- Teacher survey or interview
- Family survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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Academic and Functional Literacy

F4 **Demonstrates competence in using technology**

F4a **Percent of children who are able to use technology (for example, tape recorders, computers)**

- Classroom records of student participation in specific instructional units on technology (for example, using computers)
- Informal parent/guardian or teacher observations
- Teacher survey or interview

● = OUTCOME

▲ = INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G1 **Copes effectively with personal challenges, frustrations, and stressors**

G1a **Percent of children who deal appropriately with frustration and unfavorable events**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

G1b **Percent of children who express feelings and needs in socially acceptable ways**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

G1c **Percent of children whose behavior reflects an appropriate degree of self-control and responsibility**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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● = OUTCOME

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Personal and Social Adjustment

Q3 **Has a good self image**

Q3a **Percent of children who demonstrate or acknowledge their self-worth**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

Q3b **Percent of children who perceive themselves as capable of learning**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

Q3c **Percent of children who demonstrate an appropriate range of affection and other emotions**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

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Personal and [illegible]al Adjustment

Q3 **Respects cultural and individual differences**

Q3a **Percent of children who recognize and respect similarities and differences between self and others**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*
- Child survey or interview

Q3b **Percent of children who recognize and respond appropriately to how others feel and think**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*
- Child survey or interview

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

Q4 **Gets along with other people**

Q4a **Percent of children who have friends and are part of a positive social network**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

Q4b **Percent of children who interact appropriately with other children**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

Q4c **Percent of children who interact appropriately (for example, cooperate) with adults**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Satisfaction

H1 **Parent/guardian satisfaction with the educational services that children receive**

H1a **Percent of parents/guardians who understand educational services and rate them as effective, efficient, coordinated, and responsive in meeting *child* needs**

- Parent/guardian survey or interview

H1b **Percent of parents/guardians who understand educational services and rate them as effective, efficient, coordinated, and responsive in meeting *family* needs**

- Parent/guardian survey or interview

H1c **Percent of parents/guardians who are satisfied with their own level of involvement in educational decision making (differentiated by individual, local, and state)**

- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Satisfaction

H2 **Community satisfaction with the educational services that children receive**

H2a **Percent of education staff who are informed of and know how to use educational support services and rate them as effective, efficient, coordinated, and responsive in meeting *child* needs**

- Teacher survey or interview
- Observation of education staff during interdisciplinary team activities

H2b **Percent of education staff who are informed of and know how to use educational support services and rate them as effective, efficient, coordinated, and responsive in meeting *family* needs**

- Teacher survey or interview

H2c **Percent of providers who are satisfied with their own level of involvement with service-related decision making and delivery of services**

- Teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

H2d **Percent of community (policymakers, members of the business community, general public) who understand educational services and rate them as effective, efficient, coordinated, and responsive in meeting *child* needs**

- Community member survey or interview
- Policymaker survey or interview

H2e **Percent of community (policymakers, members of the business community, general public) who understand educational services and rate them as effective, efficient, coordinated, and responsive in meeting *family* needs**

- Community member survey or interview
- Policymaker survey or interview

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Satisfaction

H3 **Child satisfaction with educational experience**

H3a **Percent of children who enjoy their participation in educational settings**

- Parent/guardian observations or reports
- Teacher observations or reports
- Child survey or interview

Vanderwood, M. L., & Ysseldyke, J. E. (1993) ***Consensus Building: A Process for Selecting Educational Outcomes and Indicators***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., & Thurlow, M. L. (1993a). ***Developing a Model of Educational Outcomes***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., & Thurlow, M. L. (1993b). ***Self-Study Guide to the Development of Educational Outcomes and Indicators***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Erickson, R. N. (1994a). ***Educational Outcomes and Indicators for Grade 4.*** Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Erickson, R. N. (1994b). ***Educational Outcomes and Indicators for Grade 8***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Erickson, R. N. (1994c). ***Possible Sources of Data for Early Childhood (Age 3) Indicators***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Erickson, R. N. (1994d). ***Possible Sources of Data for Post-School Level Indicators***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Erickson, R. N. (1994e). ***Possible Sources of Data for School Completion Indicators***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993a). ***Educational Outcomes and Indicators for Early Childhood (Age 3)***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993b). ***Educational Outcomes and Indicators for Early Childhood (Age 6)***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993c). ***Educational Outcomes and Indicators for Individuals at the Post-School Level***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993d). ***Educational Outcomes and Indicators for Students Completing School***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Appendix

INSTRUMENTS FOR ASSESSING EACH DOMAIN

Some of the individuals who suggested possible sources of data also cited assessments that might be helpful in collecting information on the indicators. To help you find available instruments, this appendix lists a variety of published materials that might be used for some of the indicators. Publication information for each assessment begins on page 41.

Please review these materials carefully to determine their usefulness in gathering data. Inclusion of any particular assessment within this appendix does not imply its endorsement by the National Center on Educational Outcomes or its funding agency.

● = OUTCOME

▲ = INDICATOR

■ = INSTRUMENT APPLIES TO THIS INDICATOR

Presence and Participation

Instruments for Assessment						
Social Skills Rating System				■		

Family Involvement/ Accommodation and Adaptation

Instruments for Assessment										
Family Resource Scale	■									
Home Observation for the Measurement of the Environment Scale	■	■		■				■	■	

Physical Health

Instruments for Assessment										
National Health Interview Survey of Child Health					■					
The Primary Program										■
Vineland Adaptive Behavior Scales								■	■	■

● = OUTCOME

▲ = INDICATOR

■ = INSTRUMENT APPLIES TO THIS INDICATOR

Responsibility and Independence

Instruments for Assessment										
Inventory for Client and Agency Planning	■		■		■		■	■	■	
The Primary Program	■	■								
Scales of Independent Behavior					■		■	■	■	
Vineland Adaptive Behavior Scales	■	■	■	■	■			■	■	■

Contribution and Citizenship

Instruments for Assessment				
Child's Observation Record		■		
Scales of Independent Behavior			■	
Vineland Adaptive Behavior Scales	■	■	■	■

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Academic and Functional Literacy

Instruments for Assessment	▲ a	▲ b	▲ a	▲ b	▲ a	▲ b	▲ c	▲ d	▲ e	▲ f	▲ g	▲ a
	● P1		● P3					● P2				● P4
Battelle Developmental Inventory Screening Test	■	■		■							■	
Beginning Milestones	■	■		■							■	
BRIGANCE Diagnostic Inventory of Early Development	■	■		■							■	
Carolina Curricula: Preschoolers with Special Needs	■	■		■							■	
Child's Observation Record	■	■		■	■	■	■	■	■	■		
The Developmental Resource	■	■		■							■	
Early Screening Inventory	■	■										
Help for Special Preschoolers Assessment Checklist: Ages 3-6	■	■		■							■	
Inventory for Client and Agency Planning	■				■							
Learning Accomplishment Profile - Diagnostic Edition	■	■		■							■	
Preschool Language Scales	■	■										
The Primary Program	■		■		■	■	■	■	■	■	■	
Scales of Independent Behavior	■	■										
Vineland Adaptive Behavior Scales			■		■	■	■	■		■		
Work Sampling System	■	■		■	■	■	■	■	■	■		

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■ = INSTRUMENT APPLIES TO THIS INDICATOR

Personal and Social Adjustment

Instruments for Assessment	01 a	01 b	01 c	02 a	02 b	02 c	03 a	03 b	04 a	04 b	04 c
Battelle Developmental Inventory Screening Test	■			■		■			■	■	■
Beginning Milestones	■			■		■					
BRIGANCE Diagnostic Inventory of Early Development	■			■		■					
Carolina Curricula: Preschoolers with Special Needs	■			■		■					
Child's Observation Record		■	■						■	■	■
The Developmental Resource	■			■		■					
Help for Special Preschoolers Assessment Checklist	■			■		■					
Learning Accomplishment Profile - Diagnostic Edition	■			■		■					
The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children		■	■	■		■			■	■	■
The Primary Program				■	■	■	■	■	■		
Scales of Independent Behavior		■					■	■	■	■	■
Social Attributes Checklist	■					■			■	■	■
Social Skills Rating System									■	■	■
Vineland Adaptive Behavior Scales			■								

Instruments for Assessment											
	a	b	c	a	b	c	d	e	a
Rating Individual Participation in Teams		■				■			
The Primary Program		■							

Battelle Developmental Inventory Screening Test
Year: 1984
Publisher: DLM Teaching Resources (now owned by Riverside Publishing)

Beginning Milestones
Year: 1984
Publisher: DLM Teaching Resources

BRIGANCE Diagnostic Inventory of Early Development
Year: 1978
Publisher: Curriculum Associates

Carolina Curricula: Preschoolers with Special Needs
Year: 1990
Publisher: Paul Brookes

***Child's Observation Record* (COR)**
Year: 1992
Publisher: High/Scope Educational Research Foundation

The Developmental Resource
Year: 1979
Publisher: Grune & Stratton

Early Screening Inventory
Year: 1987
Publisher: Teachers College Press

Family Resource Scale
Year: 1985
Publisher: Western Carolina Center

Help for Special Preschoolers Assessment Checklist: Ages 3-6
Year: 1987
Publisher: VORT Corporation

Home Observation for the Measurement of the Environment (HOME) Scale
Year: 1984
Publisher: University of Arkansas Press

Inventory for Client and Agency Planning (ICAP)
Year: 1986
Publisher: DLM Teaching Resources

Learning Accomplishment Profile - Diagnostic Edition
Year: 1983
Publisher: Kaplan Press

National Health Interview Survey of Child Health (NHISCH)
Year: 1980
Publisher: Rand Corporation

The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children
Year: 1983
Publisher: University of Denver

Preschool Language Scales
Year: 1992
Available From: Susan Harter, University of Denver

The Primary Program
Year: 1993
Publisher: University of Nebraska

Rating Individual Participation in Teams
Year: 1981
Available From: D.B. Bailey, University of North Carolina-Chapel Hill

Scales of Independent Behavior (SIB)
Year: 1985
Publisher: DLM Teaching Resources

Social Attributes Checklist
Year: 1992
Publisher: ERIC Digest, Clearinghouse on Elementary and Early Childhood Education

Social Skills Rating System
Year: 1990
Publisher: American Guidance Service

Vineland Adaptive Behavior Scales
Year: 1984
Publisher: American Guidance Service

Work Sampling System
Year: 1992
See: *Meisels, S.J. The Work Sampling System: An overview. Ann Arbor: University of Michigan*

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